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ABSTRACT

This teacher's curriculum guide has been designed to provide high school students with an increased awareness of the importance of responsibility in their own lives and its place in contemporary society, and to encourage their capacity and inclination to deal with issues of responsibility wisely and effectively. Students are asked to examine and make decisions about responsibility in specific situations by learning to apply sets of intellectual tools. The introduction to the teacher's guide discusses the rationale for the Law in a Free Society Program, the organization of the Responsibility Curriculum, the use of intellectual tools in analyzing issues of responsibility, helpful hints for conducting class discussions, and how to encourage cooperative learning. The curriculum is organized into four units comprising a total of 10 lessons. Unit 1 is designed to help students understand the importance of responsibility to society and the individual, the numerous sources from which responsibility arises, and the varied ways in which responsibility is promoted in society. Unit 2 helps students understand that the fulfillment of responsibility usually involves both benefits and costs. Unit 3 is designed to increase students' ability to make informed choices among competing responsibilities, interests, and values, and to evaluate decisions made by others. Unit 4 focuses on a different use of the concept "responsibility"--that of referring to a person or groups that have been (or are) responsible for something that has happened. For each of the 10 included lessons, the teacher's guide contains an overview, objectives, materials needed, and teaching procedures. (DB)

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RESPONSIBILITY

Law in a Free Society Series

Level VI

TEACHER'S GUIDE

Center for Civic Education ■ 5146 Douglas Fir Road ■ Calabasas, CA 91302 ■ 818-340-9320

Cover: *Penn's Treaty with the Indians* by Benjamin West
COURTESY OF THE PENNSYLVANIA ACADEMY OF THE FINE ARTS, PHILADELPHIA
Gift of Mrs. Sarah Harrison (The Joseph Harrison, Jr. Collection)

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Third Edition

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"Liberty without learning is always in peril and learning without liberty is always in vain."

John Fitzgerald Kennedy
March 18, 1963

A constitutional democracy, more than any other type of government, depends upon an informed and responsible citizenry. While James Madison and Alexander Hamilton hoped that creating the right institutions would solve the problems of self-government, thinkers like Thomas Jefferson, John Adams, and Mercy Otis Warren recognized that these institutions require the support of an enlightened people.

The experience of the past two hundred years confirms their beliefs. The operation of even the most carefully designed political institutions is ultimately dependent upon the character of its citizens. As Montesquieu argued, if tyranny rests on fear, a free government must rest on civic virtue.

From the inception of the public school system in America, educational institutions have played a major role in preparing young people for citizenship. Schools today, as in the infancy of our republic, must serve to nurture and sustain civic competence, civic responsibility, and a reasoned commitment to our most fundamental principles and values.

To assist schools in fulfilling this critical role, the Center for Civic Education has developed the Law in a Free Society curriculum.

Charles Quigley
Executive Director
Center for Civic Education

INTRODUCTION

Rationale for the Law in a Free Society Program

A fundamental hypothesis of the Law in a Free Society program is that education can increase a person's capacity and inclination to act knowledgeably, effectively, and responsibly. It follows that the role of educational institutions must be to help students increase their capacity to make intelligent choices for themselves—to learn **how** to think, rather than **what** to think. The alternative, indoctrination, is an improper role for educational institutions to play in a free society, and one which has had, in general, the opposite effect of that which its proponents have predicted.

The Center for Civic Education was founded upon the belief that the learning experiences provided by a curriculum based on this philosophy results in significant progress towards students' development of a rational and profound commitment to those principles, processes, and values that are essential to the preservation and improvement of our free society.

The Law in a Free Society (LFS) curriculum is designed to

- promote an increased understanding among students of the institutions of our constitutional democracy and the fundamental principles and values upon which they were founded,
- develop the skills young people need to help them become effective and responsible citizens, and
- increase the understanding and willingness of students to use democratic processes when making decisions and managing conflict, both in public and private life.

The curriculum is based on four concepts fundamental to understanding our constitutional democracy: justice, authority, privacy, and responsibility. Each of these concepts is developed sequentially in scope and complexity, from Level I (grades K-1) to Level VI (grades 10-12). The curriculum is designed to be integrated into social studies and general humanities courses.

While conceptual in nature, the LFS program is based on the day-to-day experiences of students. The uniqueness of the curriculum is that it helps students see the relationship of their experiences to the larger arena of social and political life.

The LFS curriculum provides analytic frameworks, or sets of "intellectual tools," that help students think critically and develop reasoned and responsible positions on important issues. The intellectual tools are reinforced through the use of active learning strategies, by which students develop the personal and group interaction skills required for successful social and political participation in a democracy.

In studying the LFS materials, students develop an ability to identify issues that require social action. They are encouraged, not through indoctrination but through informed inquiry, to make a personal commitment to accept the responsibilities associated with the rights we enjoy as citizens—responsibilities essential to the continued existence of a society based on the ideals of justice, equality, freedom, and human rights.

Overall Conceptual Framework of the Responsibility Component of the Law in a Free Society Program

This curriculum presents an overview of responsibility as a concept intrinsic not only to a democratic society but also to society itself. If individuals fail to exercise or assume personal responsibility, and there is nothing to take its place, society as an entity no longer exists; there is left merely a collection of separate, unbridled individuals. If, on the other hand, responsibility is taken away from the individual and turned over to others, it is a tacit admission that ordinary individuals cannot or should not control their own destiny and are, therefore, not free.

Against such a background, this curriculum has been developed to provide students with an increased awareness of the importance of responsibility in their own lives and its place in contemporary society, and to encourage their capacity and inclination to deal with issues of responsibility wisely and effectively.

Organization of the *Responsibility* Curriculum

The *Responsibility* curriculum is organized around topical questions that provide a systematic approach to the analysis and evaluation of responsibility in its social, political, and legal aspects.

Unit One is designed to help students understand the importance of responsibility to society and the individual, the numerous sources from which responsibility arises, and the varied ways in which responsibility is

promoted in society. This unit is also intended to provide students with some of the knowledge and skills needed to analyze the issues of responsibility which are raised in the succeeding units.

Unit Two helps students understand that the fulfillment of responsibility usually involves both benefits and costs. It is often important to take such benefits and costs into account in order to decide whether or not to take on a particular responsibility or to decide which responsibility should be given priority over others.

Unit Three is designed to increase students' ability to make informed choices among competing responsibilities, interests, and values, and to evaluate decisions made by others. Students are introduced to a procedure to help them make such decisions, including factors to consider when confronted by a choice among competing responsibilities.

In the first three units of this curriculum, students' attention has been addressed to one meaning of the concept "responsibility." That meaning of responsibility referred to the duty or obligation of a person or a group to do something or to refrain from doing something in a particular situation.

Unit Four focuses on a different use of the concept "responsibility" —that of referring to a person or group that has been (or is) *responsible for something that has happened.* Students learn that it is often useful to be able to determine responsibility in this sense in order to (1) reward or credit in some way persons or groups for something they have done, (2) know who to hold answerable for a wrong or injury, or (3) use the knowledge for guiding actions in the future.

The Use of Intellectual Tools in Analyzing Issues of Responsibility

In this curriculum students are not asked to answer the question "What is Responsibility?" by developing an abstract, philosophical definition of the subject. Instead, they are asked to examine and make decisions about responsibility in specific situations by learning to apply sets of intellectual tools.

The term "intellectual tools" is used to refer to a wide variety of ideas and sets of questions useful in examining and making decisions about problems of responsibility in society. These "tools of the mind," like any good tool, can be useful in a number of ways. The programs of the Center for Civic Education are unique in the training they give students in the use of intellectual tools.

The need for and usefulness of various intellectual tools in analyzing issues of responsibility may be clarified by looking at how intellectual tools are used in other areas of study. Imagine archaeologists walking across a hillside looking for signs of an ancient Native American village. In their minds they carry a body of knowledge and skills, including facts, ideas, hypotheses, and questions which enable them to see and understand things that an untrained person might not see or understand.

While a layperson might walk right over the remains of a site where Native Americans had once lived without even recognizing it, archaeologists, armed with their special knowledge, immediately recognize the telltale signs of human habitation. They then use their skills and training to systematically gather and process information in order to gain a better understanding of the past.

It is the same with persons trained in the use of the intellectual tools of other disciplines. In each, the trained person has an advantage over the untrained person in understanding certain things, accomplishing certain objectives, or in reaching informed decisions and determining subsequent action. This is true whether one is talking about a master carpenter, a television producer, a political scientist, a judge, or an astronaut.

As in other areas of study, the subject of responsibility requires the use of a specialized set of intellectual tools. Some of these "tools of the mind" will be introduced in this curriculum.

Program Components

As in the other components of the Law in a Free Society curriculum, *Responsibility* is composed of a nonconsumable student book and a teacher's guide. Each student lesson includes text for reading and discussion, problem-solving activities, and a section to help students use the concepts and skills presented in the lesson. The narrative for each lesson is divided into small segments to make it more manageable and accessible for students.

Skill-building activities are presented directly within the student text. These activities are designed to facilitate the ability to

- work effectively in an individual, small group, and whole class setting
- participate actively in making individual and group decisions
- express personal convictions and recognize and respect the views of others
- set goals and plan and take appropriate actions to achieve them
- serve in a leadership role and be willing to follow the leadership of others
- develop reasoned solutions to controversial issues
- persuade, debate, and negotiate in order to respond to and resolve conflict

Various graphs, worksheets, charts, and forms relevant to lesson content are provided in the student book. Each lesson also includes colorful illustrations designed to complement textual material and enhance comprehension.

Aside from the student book itself, the only other materials needed to complete the LFS program are those found in an ordinary classroom, such as a chalkboard, poster paper, notebook or writing tablets, and pens or pencils.

Please note that students will be asked to keep notes, develop outlines, and record their ideas and opinions, as well as write essays, poems, editorials, and stories throughout the course of the program. To develop communication skills, you may wish to have each student keep a special notebook or journal.

The teacher's guide for each unit is designed to complement and extend the student text. Its purpose is to serve as a resource for educators, not to limit their own creativity.

Following this introduction, the teacher's guide is divided into sections which parallel each lesson of the student text. Each section begins with an overview of the lesson, lesson objectives, and a list of needed materials.

Strategies for presenting and discussing each lesson are provided under the heading "Teaching Procedures." Suggestions are offered to help plan lesson sessions, facilitate discussion, complete activities, and augment and enrich each lesson.

Special "Planning Ahead" sections are provided to assist in classroom management. These include suggestions for incorporating visits from outside professionals during the program.

Finally, the teacher's guide includes two unique features. The first is a letter which can be duplicated and sent home to parents and guardians to inform them about the curriculum and to encourage them to reinforce at home the lessons being taught in the classroom.

The second is a special certificate of achievement to be presented to each student upon completion of the *Responsibility* curriculum. The certificate is an excellent way to reinforce the student's sense of accomplishment and self-worth. It serves as a symbol of academic achievement and of the student's commitment to become an active, responsible citizen of our free society.

Helpful Hints for Conducting Class Discussions

Civic education often entails presenting and discussing controversial subject matter. The discussion of controversial issues not only excites students, but also teaches decision-making skills, citizenship participation, and conflict management.

Despite these educational rewards, however, teachers are often reluctant to introduce some controversial subjects in the classroom, fearing that students will be unable to rationally discuss emotionally-charged subjects or ambiguous issues.

Nevertheless, reasoned debate and controversy are the lifeblood of a democratic society. As educators, we would be doing our students and our nation a disservice if we shy away from such issues in our schools. In fact, successful and constructive classroom discussion of controversial topics and contemporary issues can lead to exciting, stimulating, and rewarding moments both for you and your students.

You can help make these discussions successful by following a few basic teaching tips:

- When addressing controversial issues, encourage your students to examine and present conflicting views. Be sure to allow ample time to explore all sides of an issue.
- Emphasize the legitimacy of various viewpoints and stress historical antecedents and contemporary parallels. By doing so, students can see how conflicts have been managed or mismanaged in the past.
- Try to present the central issues of the controversy in a tangible form. Make allusions to the problems and dilemmas your students face in their own lives. Help them to identify specific points of agreement and disagreement, places where compromise might be possible, and places where it is unlikely to occur.
- Discuss ideas or positions, rather than individuals, associated with a controversy. Conflicting attitudes should be presented in an unbiased manner.
- Emphasize that, in most cases, it is not the outcome or the decision which your students reach that is important, but that they are able to reach a reasoned decision and express it in a civil manner. Stress that on many controversial topics, reasonable people might very well differ. By having students explain the positions of others and justify their own opinions, they will learn to respect and understand varying opinions and have a better appreciation of the diverse and pluralistic nature of our society.
- Always remember to conclude or debrief an activity or discussion by summarizing the arguments and exploring the likely consequences of the various alternatives your students have suggested.
- Finally, be sure to emphasize that by learning how to discuss, manage, and evaluate controversial issues, your students will develop a better understanding of the importance of controversy, compromise, and consensus in a free society.

Encouraging Cooperative Learning

The activities presented in the student text and in the teacher's guide are designed to promote both individual and cooperative learning.

At times students work independently, setting their own goals and working to achieve them. However, even when a project or assignment is done independently, students are encouraged to actively share their work and receive feedback from their peers and their teacher. In adversarial learning models, such as an appellate court simulation, students work together during the debriefing activity and have the opportunity to reinforce and critically appraise each other's efforts.

The majority of activities presented in the LFS program are designed to promote active cooperative learning. The teacher monitors students as they engage in prolonged and intense interaction with each other. Students work with study partners or in small groups, sharing materials and ideas. All individuals in the group are asked to participate in some way and are held accountable. They are expected not only to contribute academically but to develop and use interpersonal skills that will be of benefit to them throughout their lives.

One way to help students learn to work cooperatively is to distribute a self-evaluation check list to be completed by individual students after each class activity. The list that follows has been adapted from the check list developed by D.W. Johnson and R.T. Johnson of the Cooperative Learning Center at the University of Minnesota. (Note that not all ten items on the list will be relevant in every activity.)

Self-Evaluation Check List

1. I contributed my ideas and information. ____
2. I asked others for their ideas and information. ____
3. I summarized the ideas and information of other group members. ____
4. I shared my materials. ____
5. I asked for help when I needed it. ____
6. I helped the other members of my group. ____
7. I made sure everyone in my group understood how to do the activity we were completing. ____
8. I helped keep the group working on task. ____
9. I included everyone in our group. ____
10. I respected the opinions of each individual in our group. ____

Planning Ahead

VISITING PROFESSIONALS: Before beginning the program, you may wish to make arrangements for your class to visit a place where people in positions of responsibility work, such as a courthouse, city hall, local congressional office, hospital, consumer affairs office, department store, fast food restaurant, or environmental protection agency.

You can also bring the outside world into your classroom by inviting persons in positions of responsibility to participate in one of the program activities. During the course of this program, you may wish to invite a judge, legislator, nurse, youth group leader, car mechanic, social worker, or theatrical producer. You might also consider extending an invitation to a member of an agency, organization, or citizen group which monitors public policy.

Special classroom visitors provide a change of pace for you and your students. They can share concrete knowledge and personal experiences to enliven the concepts presented in the lessons. In addition, they serve as role models of possible career opportunities for your students.

Because of busy schedules, it is advisable to extend these invitations as soon as possible. Once you have pre-arranged a visit, a committee of students should be selected to write formal invitations and serve as escorts for your guests on the day of their visit.

Remember that outside professionals are usually not trained educators and may be uncomfortable in this role. For a successful visit, you will want to send your guest a copy of the lesson to preview. Follow up with a meeting or phone call. Reassure your visitor that you will direct the class and describe exactly what is expected of him or her. Be sure also to remind the classroom guest to speak simply and avoid jargon as much as possible. Following these simple guidelines will help assure that the visit will be a success for everyone involved.

LEARNING CENTERS: Prior to beginning the *Responsibility* curriculum, you may wish to speak to your school librarian about establishing a special reading or learning center in your classroom or school library. You and your librarian may wish to select stories, plays, and novels which raise issues of responsibility, such as *Fail-Safe, The Red Badge of Courage, Les Miserables, Lilies of the Field, The Yearling, Of Mice and Men, Mutiny on the Bounty, A Man for All Seasons, Becket,* and *Julius Caesar* to include in the learning center.

Learning centers are an excellent way to extend learning, to review and reinforce concepts taught in the classroom, and to integrate the teaching of social studies and language arts. In addition, outside reading combined with the strong writing component of the LFS program, will help students develop their communication skills.

PARENT OR GUARDIAN LETTER: Before beginning the program or at the first open house, you may wish to duplicate the letter on page 17 to inform parents and guardians about the program. Such a letter improves school-home relations and helps reinforce the concepts and skills being taught in the classroom.

Research has shown that efforts by educators to involve parents and community members in school activities can be very beneficial. Student academic and social success is often increased, absenteeism can be reduced, and both teachers and parents have higher levels of expectation for student performance.

Dear Parent or Guardian,

It is my pleasure to announce that your child will be studying the concept of **Responsibility** this school semester, as part of the *Law in a Free Society* curriculum developed by the Center for Civic Education.

Our constitutional democracy depends upon an enlightened and responsible citizenry. The learning experiences in this program are designed to give students the skills they need to be responsible citizens and to encourage their reasoned commitment to our most fundamental principles and values.

In this program, students will learn the importance of responsibility to themselves and to others. They will gain the necessary skills to make choices among different responsibilities and to set priorities. They will also learn how to decide who should be held responsible for something that has occurred. These skills will help prepare them to be effective citizens in our democratic society.

You can help reinforce what your child is learning in the classroom by asking about the program and by discussing current events and situations in your personal lives that raise issues of responsibility.

Most importantly, please include your child, as much as possible, in the citizenship activities with which you yourself may be involved. Take your child to a meeting of your local service organization, citizen league, or school board. Ask your child to accompany you when you go to vote. Together write a "Letter to the Editor" of your local newspaper about an issue in which you are both interested. Volunteer to work as a team on a community project, such as a voter registration drive or a petition campaign.

Through activities such as these, you can actively take part, not only in your child's education in school, but in underscoring the importance of knowledgeable citizen participation to ensure that our society will always remain free.

If you have any questions about the program or would like to volunteer to participate as a school aid or classroom visitor, please contact me at _____. I look forward to hearing from you.

Yours sincerely,

UNIT 1
What Is Responsibility?

To introduce this program on Responsibility, ask students to look at the cover of their books. In what way does the painting *Penn's Treaty with the Indians*, by Benjamin West (1738-1820) illustrate the concept of responsibility? Note that a treaty is a contract each party has a responsibility to fulfill. While Penn and the Quakers lived up to their treaty, many other treaties with Native Americans have been broken. Today legal suits have been brought because of such broken treaties. You may wish to ask what responsibility, if any, does this generation have to repair the wrongs of previous generations. Other responsibilities shown in the painting stem from the relationships of mother and child, chief and tribe, captain and crew, etc. Finally, ask what image your students would have chosen had they been designing a cover for a book on responsibility.

Next have your class compare and contrast the visual image of responsibility with the poetic one found on the Unit One introduction page. In what way does the painting reinforce or complement the quotation by the British poet, John Donne (1572-1631)?

Finally, if you have not already done so, explain that one responsibility all students will share during this course of study is the responsibility to contribute to the class and to listen attentively and respectfully to the contributions of others. At this time, you may wish to introduce the self-evaluation check list presented in the introduction and lay down some ground rules for class discussion, such as the following:

- When expressing an opinion, always be prepared to justify it. Politely and respectfully listen to the opinions of others.
- It is perfectly permissible to disagree with the opinion of others, but be prepared to explain why you disagree.
- In the interest of personal privacy, do not use actual names when sharing personal knowledge about the use of responsibility.

Lesson 1

What Are Some Sources of Responsibility?

Lesson Overview

This lesson introduces students to the concept of responsibility and its importance in their lives. Students are asked to examine various sources of responsibility and identify examples of each from their own experiences.

Lesson Objectives

At the conclusion of this lesson, students should be able to

1. define the term "responsibility" as it is used in this unit
2. identify and describe some common sources of responsibility
3. describe situations in which responsibilities have been freely chosen, have been imposed, or have been assumed without conscious thought

Materials Needed

Student text

Teaching Procedures

A. Introductory Activity: Identifying responsibilities and their sources

You may wish to introduce the lesson by writing the word "responsibility" on the chalkboard or on poster paper. Ask students to mention several responsibilities they are to fulfill that day, such as walking the dog, doing homework, washing the family car, or working at a part-time job after school.

Next ask your students why they have these responsibilities. Is it because they signed a contract or entered into a verbal agreement to do a certain job? Is it because they are members of a group, such as a school club or their family, to which they have a certain duty or obligation?

Mention that every responsibility has a source. However, do not be concerned if students are unable to identify the sources of the responsibilities they mentioned at this time. The point of this activity is merely to introduce the terms "responsibility" and "source" in the context of this curriculum.

B. Problem Solving: Identifying and discussing conflicting responsibilities

Following the initial discussion, have students open their books to Lesson 1 and read the section about Senator Smith. Give students a few moments to consider individually the three "What do you think?" questions. Next ask each student to discuss his or her answers with a study partner. How do their answers compare?

C. Reading and Discussion: Responsibilities and their sources

After students have read the rest of the lesson, have them discuss it in terms of Senator Smith's dilemma. Now that they have read about responsibility and its sources, would your students modify in any way their answers to the "What do you think?" questions?

To assist in the discussion, you may wish to write on the chalkboard or on poster paper the nine sources of responsibility listed in the lesson. Ask students to volunteer examples of responsibilities derived from each source.

D. Concluding Activity

To conclude your discussion, note that not everyone agrees about which responsibilities are most important or which should be given precedence when there are competing responsibilities, as in Senator Smith's case. Once again, do not be concerned if your students do not master these distinctions at this time. They will have many opportunities to discuss these ideas further in the lessons that follow.

Complete the lesson by asking your students to look at the "Using the Lesson" section. Explain that these are additional activities to reinforce and review the lesson. Note the first activity. Tell the class that during the course of this program, they will be keeping a journal or notebook. It is suggested that all students be assigned the first journal activity.

The second activity could also be completed in the program journal. Alternately, you may wish to encourage students to create a mini-drama about shoplifting and the conflicting responsibilities a friend might encounter. The play could later be shared with the entire class.

In conjunction with the third activity, you may wish to have a group of students keep an on-going file of various news articles, headlines, cartoons, and photographs concerning responsibility to share later in a school hallway or bulletin board display.

E. Planning Ahead

Your class might be interested in developing a responsibility survey through which they poll students, teachers, parents, and community members about responsibility. Sample questions might include:

1. At what age should a person be able to
   - date?
   - hold a job?
   - have children?
2. Which of the following responsibilities do you think all citizens share?
   - to stay informed
   - to perform community service
   - to serve on a jury if called
   - to vote
   - to help the less fortunate
   - to recycle
3. Rank the following sources of responsibility, 1 representing the source most important to you, and 9 being the least important.

a. upbringing __	d. appointment __	g. custom __
b. promises __	e. occupation __	h. civic principles __
c. assignment __	f. law __	i. moral principles __

After conducting the survey, have students tabulate and publish the results and their interpretation of them.

LESSON 2

How Can You Examine Issues of Responsibility?

Lesson Overview

In this lesson students are introduced to a set of "intellectual tools" that will help them analyze issues of responsibility. They will be able to use these "tools of the mind" to examine a variety of responsibilities and consider the consequences of fulfilling or not fulfilling the responsibility involved in each situation.

Lesson Objectives

At the conclusion of this lesson, students should be able to

1. define the term "intellectual tools" and give an example of how these tools are used
2. use the intellectual tools provided to analyze situations involving different types of responsibilities
3. identify and describe rewards commonly related to the fulfillment of specific responsibilities and penalties related to the failure to fulfill these responsibilities

Materials Needed

Student text

Teaching Procedures

A. Introductory Activity: Introducing intellectual tools

Begin the lesson by asking your students to name the tools they might use to do the following:

- repair a car
- create a graph
- cook a gourmet dinner
- clean the yard
- make a video
- complete a job application

Note that different tasks obviously entail the use of different tools. Then write the words "intellectual tools" on the chalkboard or on poster paper. Explain to students that intellectual tools are "tools of the mind"—questions, ideas, and observations to help analyze a situation and reach a decision. Afterward have your students read the introduction to the lesson.

B. Problem Solving: Using intellectual tools to solve a problem

To introduce the use of these intellectual tools, ask students to read the first selection under "Problem Solving" and answer the questions that follow. Afterward, they should share their answers with the class.

C. Problem Solving: Working in groups to analyze responsibilities

Divide the class into six groups. Ask each group to choose a spokesperson and a recording secretary. The responsibility of the former will be to report the group's findings to the entire class and the latter to record group opinions and conclusions. (These roles may be alternated in different group activities so that all students have the opportunity to take on the responsibilities of these leadership positions.)

Assign each group a selection from the student text. You may wish to give each group a piece of chart paper and a marker to record answers.

D. Concluding Activity

To debrief the activity, ask group spokespersons to report back to the class. As each group makes its presentation, encourage students to comment and ask questions. Guide discussion to compare and contrast the different problems presented and the conclusions at which your students arrived. For

example, in what ways are the responsibilities entailed in each selection similar or different? In what ways, if any, is a doctor's responsibility over life and death the same as a president's? Different from a president's? Are the moral imperatives placed on individuals serving in these positions of responsibility of the same magnitude?

In discussing *New Jersey v. T.L.O.*, 105 S.Ct. 733 (1985), you may wish to share the following information:

> The U.S. Supreme Court unanimously agreed that all searches at school must comply with the Fourth Amendment. However, a majority of the Court (6-3) concluded that school officials need not obtain a search warrant before searching a student or his or her property. A lower standard of "probable cause" or reasonable suspicion is applicable in school settings, the majority concluded. As long as the search is "reasonable under the circumstances," the Court said it would be legal. A search is considered reasonable if (1) there are grounds to expect that the search will turn up evidence that the student has violated or is violating a law or school rule, and (2) searching methods are reasonably related to the objectives of the search and are not excessive, taking into consideration the age and sex of the student and the alleged crime.

Complete the lesson by making assignments from "Using the Lesson." You may wish to have students record their thoughts concerning these activities in their program journals.

You also may wish your students to choose a person to interview about the responsibilities he or she fulfills as a business leader, homemaker, nurse, sports coach, etc. Students should use the intellectual tools introduced in this lesson to develop a series of interview questions. Some students may wish to record their interviews on audio or videotape. The tapes and written reports of the interviews should be kept at the learning center for others to use.

E. Planning Ahead

Students will be completing a study chart in Lesson 3. You may wish to duplicate a chart for each student prior to class. To assist students in sharing their ideas, you also may wish to have chart paper and markers available.

UNIT 2

What Are the Benefits and Costs of Fulfilling Responsibility?

Introduce the unit by writing the words "benefits" and "costs" on the board. Ask students for a definition of each word. After reading the introduction with your class, write some actual or mock headlines on the chalkboard or on poster paper, such as:

President Urged to Veto Tax Bill

Year-Round Schools Considered by Legislature

South African Boycott Urged

Have students brainstorm the benefits (advantages) and costs (disadvantages) of fulfilling each responsibility referred to in these headlines.

Lesson 3

What Are the Consequences of Fulfilling Responsibility?

Lesson Overview

In this lesson students will analyze in greater depth the consequences of fulfilling responsibility. They will learn to classify these consequences as benefits or costs and to use this information as the basis for deciding whether or not to fulfill a specific responsibility.

Lesson Objectives

At the conclusion of this lesson, students should be able to

1. describe some common benefits and costs of fulfilling responsibility
2. identify the consequences of fulfilling responsibility in a specific situation
3. classify these consequences as benefits or costs

Materials Needed

Student text

Teaching Procedures

A. Introductory Activity: Introducing the intellectual tool of analyzing costs and benefits

To begin the lesson, ask students to work for a few minutes with a study partner. Have each student identify a responsibility he or she has been asked to fulfill. Partners should work together to identify one benefit and one cost involved in choosing to fulfill the responsibility. Have students share their ideas with the class.

B. Problem Solving: Identifying benefits and costs

Have students read the problem at the beginning of Lesson 3 and work individually to complete the chart of benefits and costs. Then have students discuss their charts with a study partner, using the "What do you think?" questions as a guide. Partners should attempt to reach a consensus and then share it with the rest of the class. (If a consensus is not reached, students should express their individual opinions and identify the points on which they disagree.)

C. Reading and Discussion: Analyzing benefits and costs

Thinking about Bill's situation is a natural way to lead into a discussion of the benefits and costs that accompany every responsibility. Have students read and discuss the list of benefits and costs that follows the problem-solving activity. Ask them to take a few moments to look back at their charts of Bill's dilemma. Which benefits and costs do they think are most important in helping to make a decision about whether or not Bill should accept his parents' offer?

D. Problem Solving: Weighing the advantages and disadvantages

Divide the class into small groups and assign each group three situations identified in the problem-solving activity. After choosing a spokesperson and recording secretary, have the students use the criteria introduced in this lesson to analyze the problems assigned. You may wish to give each group chart paper and markers to record their answers.

Afterward, ask group spokespersons to share their conclusions with the rest of the class. The "What do you think?" questions are provided to assist you in guiding a class discussion.

E. Concluding Activity

To conclude the lesson, refer back to the initial problem-solving activity. Ask your students to imagine that they read about Bill's predicament in a "Dear Abby" column. Have them draft Abby's response, using the "What do you think?" questions and the list of benefits and costs as a guide. Their "Dear Abby" columns can be placed on the bulletin board.

You may wish to complete the lesson by assigning an activity from "Using the Lesson." Both activities can be done in the student journals. To amplify the second activity, you may wish to have students work in small groups to create a newspaper or TV news story about a government decision. The copy for the story should highlight relevant benefits and costs and perhaps include mock interviews of those officials involved.

F. Planning Ahead

In the next lesson, students will simulate a public hearing on an energy conservation issue. You may wish to invite a member of your town or city council or another local government representative to assist in the activity.

Other classroom visitors might include someone from your state energy or environmental office or an individual knowledgeable about alternative energy sources and technology. You also may wish to arrange a tour of a solar project or make plans for your class to attend an actual public hearing.

If a special guest will be attending class, designate a group of students to serve as a welcoming committee. They should meet to prepare a short list of "getting to know you" questions about responsibility, consequences, and decision making. Make sure your guest is given a copy of these questions and of Lesson 4 to preview prior to the visit.

You also may wish to work with your school librarian to set up a learning center on solar energy, with reference materials to assist students in preparing for the hearing activity.

Lesson 4

How Do You Judge the Benefits and Costs of Fulfilling Responsibility?

Lesson Overview

In this lesson students will have the opportunity to conduct a public hearing on the issue of using solar energy in a hypothetical community. They will gain experience in identifying the consequences of assuming a particular responsibility and deciding if those consequences are benefits or costs. Students will also learn to consider different points of view regarding the relative importance of various benefits or costs in a given situation. (This lesson may take more than one class period to complete.)

Lesson Objectives

At the conclusion of this lesson, students should be able to

1. apply the intellectual tools they have learned to determine the consequences of fulfilling responsibility in a specific situation
2. present convincing arguments for the benefits and costs of their particular position
3. evaluate how people with different interests and values might weigh the benefits and costs of fulfilling responsibility in a particular situation

Materials Needed

Student text

Teaching Procedures

A. Introductory Activity: Initiating a public hearing

In this lesson, students will simulate a public hearing. If you have invited a government representative, he or she can help you introduce the activity by explaining what a public hearing is. Point out that public hearings are an important part of decision making in a democratic society.

Emphasize that all sides of an issue are generally examined at a public hearing and that members of organizations with an interest in the issue, as well as concerned individuals, are usually able to testify. In this simulation activity, however, only members of organized groups will be testifying.

After the introductory discussion, ask students to read "The Solar Project" and the agenda for the public hearing.

B. Problem Solving: Preparing for the simulation

In addition to the five groups specified in the student text, you may wish to add a sixth—the media. Students in this group should play the part of reporters for newspapers, radio, and television. They should draft articles and write copy for reports to publicize the hearing, and conduct interviews of representatives from the other five groups both before and after the hearing. After the vote, members of the media should write editorials about the outcome. Reporters for radio stations may wish to audiotape their reports. Television reporters could videotape their stories, with "live footage" from interviews preceding and following the hearing.

C. Problem Solving: Conducting the public hearing

After each group has prepared for the hearing according to directions in the student book, follow the agenda given at the beginning of the lesson. Remind students that they must follow the time limits set for their presentations.

After each group has made its presentation, the city council should discuss the issue and vote on what action should be taken. Those playing the part of the press should challenge members from all groups to justify their opinions and ask the city councilors to defend their votes.

D. Concluding Activity: Debriefing the public hearing

Sometimes in simulation activities, certain students feel uncomfortable about having to take positions with which they personally do not agree. Allow students to express their personal views on the issues during a debriefing discussion.

Also use this time to talk about the roles each group played in encouraging free inquiry and promoting the democratic process. How might such a decision have been made in a totalitarian country? Other possible discussion questions might include:

- Do your students think the city council should have taken a role-call vote as opposed to a secret ballot? What would be the benefits and costs involved?
- In what way did the intellectual tools your students have learned help them analyze the problem?
- Why is it important that the public has adequate notice about hearings on important issues?

Finally, note that at many public hearings there are no age requirements for those who wish to speak. Encourage students to investigate whether any hearings are to be held in their community in which they might be interested in participating.

To conclude the unit, you may wish to assign students an activity from "Using the Lesson." The first activity is a letter to the editor which students can write in their journals. Alternately, students may wish to share their letters on a class bulletin board. The second activity requires students to read the newspaper, choose a decision made by the state or national legislature, and analyze the decision-making process. Instead of making an oral report to the class, you may wish to have students compile the clips and a one-page analysis of the decision in a looseleaf notebook to be displayed at a learning center.

E. Planning Ahead

In the next lesson, students will be completing a problem-solving chart. You may wish to duplicate one copy of the chart for each student.

UNIT 3

How Can You Choose Among Competing Responsibilities?

Introduce the third unit by having students read the introductory page and then offer examples of competing responsibilities, as suggested in the first paragraph. Take a few moments to have your students brainstorm other considerations, besides time, that might come into play when making decisions among competing responsibilities. What other interests and values might one consider?

Do not be concerned if students have difficulty with this initial exercise. They will be given many opportunities in this unit to explore these ideas further.

Lesson 5

What Considerations Are Useful in Deciding Among Competing Responsibilities?

Lesson Overview

In this lesson students are introduced to a set of considerations that will help them set priorities and choose among competing responsibilities, interests, and values. Students are then given an opportunity to apply these criteria to a specific situation. Students analyze and evaluate the information presented in the story and, using the criteria they have studied, reach a decision on which responsibility should be fulfilled.

Lesson Objectives

At the conclusion of this lesson, students should be able to

1. describe the considerations to be used in choosing among competing responsibilities
2. identify competing responsibilities, values, and interests in a given situation and evaluate the probable consequences of fulfillment of each responsibility
3. decide among competing responsibilities in a given situation and explain their decision

Materials Needed

Student text

Teaching Procedures

A. Introductory Activity: Examining competing responsibilities on the world scene

Begin the lesson by referring students back to Lesson 2 in which students discussed President Truman's decision to bomb Hiroshima and Nagasaki. What competing responsibilities did he face? Jot down your students' suggestions on the chalkboard.

Instead of, or in addition to this example, refer to other times when contemporary world leaders have been faced with competing responsibilities, such as President Kennedy's decision to confront Cuba over the deployment of Soviet missiles, British Prime Minister Thatcher's decision to return nationalized industries to the private sector, Mikhail Gorbachev's reaction to the destruction of the Berlin Wall, the Chinese government's response to the pro-democracy demonstrators in Tien Na Men Square, and President Bush's decision to invade Panama.

B. Reading and Discussion: Introducing new intellectual tools

Explain to your class that in this lesson they will learn to use new intellectual tools to assist them in making decisions about issues of responsibility. After reading the introductory text, write the following considerations on the chalkboard or on poster paper: urgency, relative importance, time required, resources available, competing interests and values, and alternative solutions.

Ask students to give examples of situations in which each consideration might be particularly important. For example, a student from a moderate income family with an older child already in college has been accepted by three schools—a prestigious and expensive private college, an acclaimed state university, and a local college that offered a partial scholarship. In such a situation, "resources available" might be the determining factor in deciding which college to attend.

C. Problem Solving: Deciding which responsibility to fulfill

Have students work individually to read the problem-solving activity and complete the accompanying chart. Then have each student compare his or her answers with a study partner. Do they agree or disagree with each other?

Reconvene the class and discuss the problem, using the "What do you think?" questions as a guide. Does your class reach a consensus on Ms. Morrison's competing responsibilities? Be sure to encourage those who disagree with the majority on the issue to express their opinions.

D. Concluding Activity

To conclude the lesson, facilitate a discussion concerning Susie's responsibilities, adapting the chart and the "What do you think?" questions. Do your students agree with the decision she made to focus her time and energy on the newspaper rather than on her school grades?

Looking back at the competing responsibilities that both Susie and Ms. Morrison faced, which of the six factors listed at the beginning of the lesson was most important to consider in each case?

To reinforce the concepts discussed during class, you may wish to assign one of the activities from "Using the Lesson." Each can be completed in the student journals. The first activity offers students an opportunity to explore the issue of competing responsibilities in their own lives. The second follows up on the introductory activity concerning issues of contemporary responsibilities in the public sector. As an alternative to an essay, students might express their views in the form of a political cartoon. The third activity offers students the chance to explore a hypothetical situation of competing student responsibilities, parallel to those faced by Susie in the lesson.

As an additional reinforcement activity, you may wish to ask students to look back at their initial discussion of President Truman's decision to bomb Hiroshima. Given the new intellectual tools introduced in this lesson, would they alter their analysis of his predicament in any way? If so, how?

E. Planning Ahead

In the next lesson, students will develop a chart to help them analyze an issue of responsibility. You may wish to have chart paper and markers available.

Lesson 6

Which Responsibility Should the Justice Minister Fulfill?

Lesson Overview

This lesson provides students with a contemporary situation involving a choice between conflicting responsibilities. Students evaluate the situation using the intellectual tools provided in Lesson 5. They are asked to prepare a chart of the factors they considered in making their decision and to justify their conclusions.

Lesson Objectives

At the conclusion of this lesson, students should be able to

1. apply the intellectual tools they have learned to evaluate the conflicting responsibilities in a contemporary situation
2. prepare a chart identifying the responsibilities involved and the probable consequences of fulfilling each
3. choose among conflicting responsibilities in a given situation and explain their choice

Materials Needed

Student text

Teaching Procedures

A. Introductory Activity: Reviewing intellectual tools

Write the following terms on the chalkboard or on poster paper: urgency, relative importance, time required, resources available, competing interests and values, and alternative solutions. Explain to your students that

in this lesson they will have an opportunity to use these tools to analyze an issue of competing responsibilities. Divide the class into groups to complete the activity.

B. Problem Solving: Drugs, Danger, and Political Responsibility

After each group has read "Drugs, Danger, and Political Responsibility," it should discuss the problem in terms of the six considerations listed on the chalkboard. Students should use the "What do you think?" questions to create a problem-solving chart. A group secretary should record the answers and a group spokesperson be prepared to present them to the entire class.

C. Concluding Activity

Have students share and discuss their charts. Which of the six considerations did they feel was most important in helping them reach a decision in this case?

You also may wish to ask students to analyze the problem in terms of the responsibilities of others involved in the situation. For example, did other citizens in Elana's country have a responsibility to try to prevent drug trafficking? Did government officials have a responsibility to repudiate corrupt colleagues who had been bribed by the drug lords? Did the United States government, which had pledged to wage war on drugs, have a responsibility to aid Elana and her colleagues?

To reinforce the lesson, assign one of the "Using the Lesson" activities. The first activity could be done as a journal entry or as a presentation for the class. You may wish to post the editorials or collect them in a learning center notebook. If your school has its own in-house channel, you may wish to have students telecast a show presenting the story of Elana Gonzales followed by a station manager editorial.

The second activity can be used as the basis for a bulletin board or school hallway display. Some students may wish to include their own art work or photography.

The final activity raises a longstanding issue which could be explored in a classroom debate. (You may wish to elicit the assistance of your school debate or drama coach.) One team will advocate and justify a soldier obeying orders despite moral imperatives and the other team will take the opposing viewpoint.

To prepare for the debate, students may wish to research the Nuremburg laws established after World War II. Another alternative would be to research the case of Lt. Calley and the massacre at the South Vietnamese hamlet of My Lai. What were Calley's responsibilities? The responsibilities of his superiors? His men? The following is a brief account of that incident:

> In March 1968, at the height of U.S. involvement in Vietnam, an infantry company was helicoptered into South Vietnam to destroy the village of My Lai for allegedly protecting and aiding the Viet Cong. The American unit was supposed to evacuate the village and then set fire to it. Instead the company massacred more than 100 men, women, and children.
>
> Knowledge of the incident led one Vietnam veteran to request an investigation. In late 1969 the army began court martial proceedings against Lt. William L. Calley, Jr., the man who ordered the massacre. Public opinion was divided. Some considered Lt. Calley a reckless killer conditioned by militarism and the war. Others felt that Lt. Calley was simply following orders. Lt. Calley was sentenced to life imprisonment, but his sentence was subsequently reduced to ten years. Eligible for parole in six months, Calley was soon free.

D. Planning Ahead

In the next lesson, students will be working in small groups to complete a chart on the case of *Wisconsin v. Yoder*, 406 U.S. 205 (1972). You may wish to duplicate copies of the chart prior to class. You also may wish to ask your school librarian to have books about the Amish, Shakers, and Mennonites, along with a copy of the Supreme Court decision in the case, available at the learning center.

If you are interested in inviting outside professionals to assist in class, you may wish to contact a local judge, attorney, or law student. (Your local bar association will be able to assist you in locating an attorney.) All will be familiar with this famous case. However, you may wish to duplicate a copy of the lesson for your guest to preview prior to class.

Finally, you may wish to make arrangements for your class to hear oral arguments in an appellate case. To do so, contact the clerk of courts at your nearest appellate court facility. As an alternative, students could visit a local law school to witness moot court proceedings.

Lesson 7

Which Responsibilities Should the Court Uphold?

Lesson Overview

In this lesson students will explore the issue of competing responsibilities by analyzing the Supreme Court's decision in the case of *Wisconsin v. Yoder* (1972). The Court had to weigh the interests of the state to educate its citizens against the responsibility of the government to allow the free exercise of religion. After examining the conflicting responsibilities involved in the case, students will conduct a moot court hearing.

Lesson Objectives

At the conclusion of this lesson, students should be able to

1. apply the intellectual tools they have learned to analyze the issues in the case
2. decide what responsibilities the Court should uphold
3. explain their decisions in terms of the considerations they have listed in their charts
4. conduct a moot court hearing according to the instructions in the lesson

Materials Needed

Student text

Teaching Procedures

A. Introductory Activity
Introducing the Amish

You may wish to introduce this lesson by giving students some background information on the Amish. The following paragraphs provide a brief description of this religious group:

> The Amish, sometimes called Amish Mennonites, are members of a conservative religious group which split from the Mennonite Church in Europe at the end of the 17th century. Beginning in 1720, many Amish immigrated to America in search of religious freedom. Their first settlement was established in Pennsylvania, but today Amish communities can be found farther west and in Ontario.
>
> Around 1850 there was a further church schism. Those who chose to follow a very traditional life became known as Old Order Amish. Today there are approximately fifty Old Order communities. There is no formal unifying association; rather each congregation functions independently. A congregation rarely consists of more than 75 members because meetings are held in large homes or barns. Most church services are conducted in an old German/English dialect known commonly as Pennsylvania Dutch.
>
> Old Order Amish live a seventeenth-century way of life in a twentieth-century world. Women adhere to a strict dress code of wearing long dresses, bonnets, dark stockings, and black shoes. Jewelry is never worn. The men wear plain homemade clothes with broad-brimmed black hats. Beards are worn by the men but not moustaches. All clothing is fastened with hooks and eyes instead of buttons. In fact, the use of most types of gadgets and machinery are shunned by these people. Rather they advocate an existence without electricity, telephones, automobiles, or farm equipment.
>
> Amish children are allowed to attend elementary school but contact with the outside world is discouraged. Amish children are not sent to high school. This practice has led to legal difficulties because of state school attendance laws.

After introducing your class to the Amish, write the following phrases on the chalkboard or on poster paper:

- promote the general welfare, and secure the blessings of liberty to ourselves and our posterity....

  The Preamble

- Congress should make no law respecting an establishment of religion, or prohibiting the free exercise thereof....

  The First Amendment

- The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

  The Tenth Amendment

- No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States.

  The Fourteenth Amendment

Students may wish to refer to these constitutional protections as they develop their arguments. Be sure to note that the government has both a duty to protect individual liberties as well as a duty to promote the welfare of all citizens, and that sometimes these duties conflict. It is difficult to find an appropriate balance between these competing responsibilities.

Explain also that it is generally acknowledged that the government has a particular responsibility to protect minors who do not have the economic and political means to protect their own interests.

If your students are unaware of the basic division of power under our federalist system, you may also wish to explain that local and state governments generally set the standards and laws concerning education in their domains. The federal government can influence local and state education laws through government monies and programs. For example, a school which discriminates against minorities cannot receive federal funds.

Sometimes when there is a conflict between various government duties or obligations, the matter is brought to court. Over the years, the U.S. Supreme Court has been asked to decide a number of cases involving the constitutionality of state or local laws dealing with education, such as those on desegregation and school prayer. The power of the court to rule on these issues is called "judicial review."

B. Reading and Discussion:
Preparing for a case study

Explain to students that they will be taking part in a simulated court hearing that is based on a real case. For the purpose of the activity, the class will be divided into three groups—attorneys for the Amish, attorneys for the state of Wisconsin, and Supreme Court justices. (Note that the latter should be an odd number, preferably nine.) Each group should select a recording secretary and one or more spokespersons. Spokespersons for the legal teams will be titled "chief counsel" and for the judicial panel, "chief justice."

Review the procedures for conducting a moot court hearing with your students. Emphasize that this process differs from standard trial procedure in a number of ways. For example, because this is an appellate hearing, no witnesses will be called to testify. Instead, each team of legal experts will prepare the best arguments for their side and deliver them orally to a panel of justices. In developing their arguments, counsel for each side should try to anticipate the arguments their opponents are likely to make in order to diffuse them. Those playing the role of the justices have "double duty." They should anticipate the best arguments for and against each position and then develop a series of tough questions to ask each legal team.

As you review the procedures given in the student text, you may wish to set a time limit for the oral presentations, perhaps 3-5 minutes. If your students are unfamiliar with such an activity, you also may wish to have the justices wait until a team has presented its complete oral argument before interrupting with questions from the bench. You also may wish to set a time limit on both the judges' questioning and their deliberation periods.

To assist students in preparing for the case, have each group complete the chart in the student book. (A sample completed chart appears on the next page.) You should travel between the groups to assist students. After completing the chart, students should work to develop an outline for their oral presentations, or, in the case of the justices, a list of questions to ask the legal teams. (Some sample questions for the judges follow the chart for the case.)

	Yoder		*State of Wisconsin*	
1. What responsibilities are involved in this case?	To educate his children according to Amish religious beliefs	To obey the laws of the State of Wisconsin	To enforce its laws providing for the education of children	To allow its citizens religious freedom
2. What are the sources of these responsibilities?	Religious beliefs, moral principles, upbringing, custom	Law	Law	Law, the U.S. Constitution
3. What might be some rewards for fulfilling these responsibilities?	Children will more likely grow up following Amish religion	Conflict with authorities will be avoided	Better educated citizens	Diversity of religious beliefs; freedom of conscience
4. What might be some penalties for failing to fulfill these responsibilities?	Disapproval of other sect members	Fine or jail	Poorly educated citizens	Lack of religious freedom
5. What are the benefits of fulfilling these responsibilities?	Children will be faithful to Amish religious beliefs	Conflict with authorities will be avoided	Children will get required education	Freedom of religion will be protected
6. What are the costs of fulfilling these responsibilities?	Will create conflict with state authorities	Children will not receive Amish education	Freedom of religion wil be restricted	Amish children may not reach the standard level of education
7. How important is each responsibility?	More important	Less important	Probably of equal importance	Probably of equal importance
8. How urgent is the decision?	Would have to send son to school now		Decision must be made in a timely fashion	
9. What is the time required?	Not relevant	Not relevant	Not relevant	Not relevant
10. What resources are required?	Not relevant	Not relevant	Not relevant	Not relevant
11. What other values and interests are involved?	Possible economic interests, having children help with farm work	Freedom to practice religious beliefs	Expense of enforcing the law	
12. What alternative solutions are possible?	a. Yoder could agree to provide equivalent education at home. b. Yoder could agree to send children to regular school for part of the year. c. State could recognize Amish education as adequate for needs of children involved. d. State could help Yoder provide education at home.			

Sample questions for judges

To ask Yoder:

- Not all Amish decide to remain within their religious community. By denying your young people a high school education, aren't you denying them a chance to succeed in the larger arena of America society if they choose to live there?
- As citizens of the United States, don't you think you have a duty to obey all laws, not just the ones with which you happen to agree?

To ask the State of Wisconsin:

- In this case, state law appears to be in conflict with the First Amendment. Since the Constitution is the supreme law of the land, how would you justify the state's position in this situation?
- Many of our great leaders, such as Abe Lincoln, were educated primarily at home. Why do you assume that the education Amish children would receive in their own community is necessarily inferior to that which they would receive in a public school?

C. Problem Solving: Conducting a moot court hearing

You may wish to arrange the desks so that the panel of judges are front and center, facing the class. The chief justice should open the hearing and conduct it according to the procedures outlined in the student text. If you have decided on time limits for the presentations, you may also wish to designate a time keeper from the judges' group or serve in this capacity yourself. It is best to warn student attorneys that their time is almost up by using flash cards. For example, if the entire presentation is to last five minutes, flash cards should be held up at the three, four, and four-and-a-half-minute intervals.

After each chief counsel has presented the oral arguments for its legal team, judges should proceed with questioning. In order to involve all those in the groups, you may wish to have students other than the spokespersons be responsible for asking and answering the questions.

After the question-and-answer period, allow the judges time to deliberate. Be sure to emphasize that it is perfectly acceptable for the judges to disagree among themselves. Your students might enjoy learning that there have been cases when the justices of the U.S. Supreme Court have issued nine separate opinions in a controversial case.

Both those in the majority and minority should be prepared to explain the reasons for their decisions. As the judges deliberate, students in the other two groups should try to predict the outcome of the case. The judges should then present their decision to the entire class.

D. Concluding Activity

Use the "What do you think?" questions to guide a debriefing discussion. Ask your students to share their personal views about the case, as opposed to the views they may have expressed in the simulation. For example, some students who were on the legal team for the Yoders may personally disagree with the Amish position.

Be sure to explain to your class that it is the responsibility of attorneys to represent their clients to the best of their ability, whether or not they themselves personally agree with their client's position. It is the responsibility of judges, who have sworn to uphold their state and federal constitutions, to issue rulings based on these fundamental laws, even though they personally might hold a different opinion.

For example, Justice Harry Blackman has stated that personally he has an "abhorrence for the death penalty." However, he believes it is constitutionally legal and the court has no constitutional right to legislate capital punishment out of existence; that is an issue for legislators to handle. (See *Furman v. Georgia*, 1972.)

To follow up, you may wish each group to use the questions posed in the chart to evaluate the responsibilities of judges and attorneys under our legal system. You then may wish to share the opinion of the Supreme Court, *Wisconsin v. Yoder*, 406 U.S. 205; 92 S.Ct. 1526 (1972), noting that it is perfectly permissible for your students to disagree with the Court's decision.

> The vote in this case was 6-1 in favor of the Yoders. The opinion was written by Chief Justice Burger using the First and Fourteenth Amendments to justify the decision. The Chief Justice rejected the state's position that belief alone, but not

actions based on those beliefs, are protected by the First Amendment. The majority also rejected the argument made by counsel for Wisconsin that the state had a "compelling interest" to force the Amish children to attend high school. Burger argued that nothing showed that Amish children would be irrevocably harmed if they did not attend high school.

Justice White concurred with the majority opinion. He did say, however, that it was important to remember that many Amish children might choose to leave the traditional way of life and have to compete in the "outside world" like other young adults.

Justice Douglas saw the case as an issue involving children's rights. He said that the child should be able to decide whether or not to attend high school. Other justices pointed out that there was nothing to indicate that the children involved differed from their parents in their beliefs.

If you choose to discuss the Supreme Court decision, you may wish to ask the class what they think is the most crucial issue involved in this case: religious freedom, the rights of children, or the responsibility of the state to promote the general welfare by educating its citizens.

Finally, you may wish to discuss the meaning of the First Amendment in terms of a culturally diverse nation such as ours. Why are these protections so critical in a pluralistic democracy? What responsibility do your students have for seeing that our First Amendment protections last another 200 years? In what ways can they fulfill these responsibilities even before they reach voting age?

To reinforce the lesson, you may wish to assign one of the "Using the Lesson" activities. In the first activity, students write an editorial opposing the position taken by the judges in their moot court hearing. In the second, students create and complete a chart concerning drug use and responsibility. In the third, students write essays concerning political expression. These activities can be completed in the program journals.

To vary the third activity, students may wish to interview reporters from their local television or radio stations concerning the issue, and then write a news story based on the interviews. If you wish to pursue this activity, a reporter could be invited to class to discuss the topic, which was raised by a number of prominent reporters in New York and

Washington, D.C., in 1989. Editorial boards and station managers were split, as were many reporters, on the issue.

In addition to the three reinforcement activities in "Using the Lesson," you may wish students to play the role of news columnists reporting on the Yoder case. Students should interview classmates who played the roles of judges or attorneys in the simulation. The articles can be posted on a bulletin board, placed at the learning center, or shared in the school newspaper along with a description of the activity.

Another alternative activity would be to poll the school population about issues raised in the Yoder case and then report the results in the school newspaper. Polling questions might include:

- Should members of a religious minority have the right not to send their students to high school?
- Should the wishes of minors concerning where and whether they attend high school be binding on parents?

E. Planning Ahead

In the "Using the Lesson" section of the next lesson, the first activity suggests that you invite an attorney or judge to class. If you plan to do this activity, assign students the tasks of writing a formal invitation (after you have prearranged the visit), preparing interview questions, and greeting and escorting the guest upon his or her arrival at school. (See general instructions for classroom visitors in the overall introduction to this guide.)

UNIT 4

Who Should Be Considered Responsible?

In the first three units of this text, students have been dealing with that aspect of the concept of responsibility which concerns the duty or obligation of a person or persons to do something or to refrain from doing something in a particular situation. Unit Four focuses on a different use of the concept of responsibility. It deals with issues and considerations important in determining who is responsible, in the sense of answerable or accountable, or deserving of credit, for something that has happened.

To introduce the new unit, ask your students to imagine that they came out of a store only to discover that someone had let the air out of the tires of their car. What might be one of their first questions? Probably "Who's responsible?" Then ask them to imagine that they opened up their mail one day to discover a card from a secret admirer. Again they would be likely to wonder who was responsible for sending the card.

Explain to your class that in the final unit of *Responsibility*, they will be determining who is to be held responsible for certain actions, both positive and negative, and will acquire a new set of intellectual tools to help them.

After reading the introductory unit text, ask your students to turn to Lesson 8.

Lesson 8

How Can You Determine Responsibility?

Lesson Overview

In Lesson 8 students are introduced to a set of intellectual tools that are useful in determining responsibility. These tools can help determine responsibility in order to (1) reward or credit individuals for a positive act, (2) hold individuals answerable for a wrong or injury, or (3) use the knowledge to guide actions in the future.

Lesson Objectives

At the conclusion of this lesson, students should be able to

1. explain the difference between the use of the concept of responsibility in the first three units of this text and its use in Unit Four
2. describe the intellectual tools helpful in determining responsibility
3. apply the intellectual tools to determine who should be held responsible in particular situations

Materials Needed

Student text

Teaching Procedures

A. Introductory Activity: Determining responsibility

Have students read the introductory paragraph and then work with a study partner to complete the introductory problem-solving activity. One study partner should work on the first problem and record his or her answers to the "What do you think?" questions, as the other partner does the same with the second problem.

After each student has completed the assignment, the study partners should share and discuss their answers. After hearing each other's opinions, do they wish to revise their initial answers in any way? After making any revisions, have each pair of students share and compare their answers with the entire class. Is there any consensus as to who was responsible for the accident and the cure for cancer?

B. Reading and Discussion: Introducing a new set of intellectual tools

Explain to your students that as with other questions concerning responsibility, there are intellectual tools that can assist them in analyzing and making decisions about determining responsibility. Work with your students to read through the section introducing these new intellectual tools. Have students volunteer answers for the questions posed about each hypothetical situation. As you discuss each tool, ask students to think of other situations which might be analyzed with the help of that tool.

C. Concluding Activity

Have students work individually or with partners to answer the "What do you think?" questions. They should then discuss their answers with the entire class. (You may wish students to complete this activity in their program journals as a homework assignment.) Alternatively, you may wish to ask a few students to act out each situation for the entire class and then conduct a class discussion of each incident, using the intellectual tools introduced in the lesson.

To reinforce the concepts introduced in this lesson, you may wish to complete one of the "Using the Lesson" activities. For the first activity, have a pre-assigned group of students interview your classroom visitor on his or her professional views concerning civil and criminal responsibility.

In completing the second activity, students might choose to simulate a panel discussion to decide who is the most valuable player. During the enactment students should be sure to use the intellectual tools introduced in this lesson to determine reponsibility.

As another activity you may wish students to clip pictures from magazines and newspapers to illustrate each of the seven intellectual tools introduced in this lesson. Students could also create cartoons illustrating each of these tools. The clippings and cartoons could then be used to create a bulletin board display.

D. Planning Ahead

In the next lesson, students will be determining responsibility for an oil spill disaster. You may wish to assign a group of students to work with the school librarian to collect information about oil spills and create a learning center for the class to use as a resource during their work on Lesson 9. Additional information about oil spills can also be found in the "Teaching Procedures" for Lesson 9.

You also may wish to invite to your class an environmental expert, a member of the state environmental protection agency, or an attorney who handles environmental cases (this is one of the largest growing areas of legal expertise and career opportunity in the United States).

Lesson 9

Who Should Be Held Responsible for the Oil Spill?

Lesson Overview

This lesson gives students further experience in using the intellectual tools introduced in Lesson 8. They analyze the story of an oil spill in Alaska and decide who should be held responsible for the damage done to the oil tanker and to the environment.

Lesson Objectives

At the conclusion of this lesson, students should be able to

1. apply the intellectual tools they have learned to a contemporary situation
2. determine on the basis of the information given, and any other information they think is relevant, who should be held responsible for the damage done
3. evaluate the opinions presented by other groups

Materials Needed

Student text

Teaching Procedures

A. Introductory Activity: Discussing the impact of oil spills

You may wish to begin the lesson by giving students additional information about oil spills or directing their attention to the materials you have placed in the learning center.

Oil spills are a common occurrence with thousands of leaks reported every year. The annual amount that is accidentally released is well in excess of 1,000,000 tons. While economic losses can be calculated, it is more difficult to assess the impact oil spills have on the environment. The immediate ramifications of such incidents are the effects on marine life. Oil on the ocean surface reduces the amount of sunlight that reaches aquatic plant life and threatens fish and other marine animals by reducing the amount of dissolved oxygen in the water. Other wildlife are affected with uncertain consequences.

An immediate problem that arises from oil spills is to determine the best way to clean up after an incident has occurred. The first effort often made in a major oil spill is to contain the spill with a floating foam rope of sorts known as a boom. Small vessels try to pump as much of the oil out of the water as possible before it begins to mix with the water. Once the oil begins to mix with the water it becomes so thick it is difficult to pump. Another alternative is to distribute various materials such as straw, volcanic ash, or certain types of plastic over the ocean surface to absorb the oil. If shorelines are seriously affected, high powered water hoses are used to loosen oil and flush it towards the skimmers. These methods are only partially effective in cleaning up a major oil spill. But large oil companies have yet to discover methods that work better.

Many of the major oil companies have recently adopted the position that after a minimal clean-up, the environment should be left to repair itself. Some scientists support this view, saying that the tides and the winter storms will do just that. Other scientists feel that nature should be given a boost by fertilizing the already present oil-consuming bacteria. Scientists of the Environmental Protection Agency did tests on some of the shorelines affected by the *Valdez* incident and found that there was a noticeable decrease of oil in two to three weeks after fertilizing the bacteria.

B. Problem Solving: Determining responsibility

Divide your class into groups of three to five students and have students read the selection "An Oil Spill." Direct student attention to the chart that follows the reading and point out that it is based on the intellectual tools they learned in the previous lesson.

Instruct each group to complete the chart and answer the questions that follow. On the basis of their answers, each group should develop a position concerning who should be held responsible for the spill. If the group cannot reach a consensus, the group should issue a majority and a minority report.

An alternative technique for conducting this activity is to hold a class forum. Groups should be selected and assigned a position as to who is to be held responsible. One group should be selected as arbiters of the dispute. They are to prepare questions to ask each group.

Each group should present its position to the class, using the chalkboard or chart paper to help them explain the key points which justify their position. In order to involve all students, it is suggested that those who make the initial oral presentation should refrain from answering the questions posed by the arbiters.

Afterwards the arbiters should meet to discuss who is to be held responsible and what damages, punishments, or retribution should be made.

C. Concluding Activity

To debrief the activity, use the "What do you think?" questions to guide a class discussion. Ask students to compare the responses of their classmates. Were any of the presentations more convincing than others? Would students be persuaded to change their positions after hearing a particular argument?

Have students evaluate the arguments of each group and outline what they thought were the strengths and weaknesses of each presentation. Students should also be prepared to make a final decision about who should be held responsible for the incident. You may wish to take a class vote.

To proceed further, ask students if they have any suggestions for legislation or corporate policy that would prevent such spills in the future or assure that if such spills occur, those responsible are called to task.

On the basis of this discussion, study partners or small groups of students might work to draft sample policy and legislation, publicize their suggestions, and meet with civic, government, environmental, and corporate leaders to discuss their suggestions. Such a meeting could be held as a class-sponsored school forum.

Finally, direct student attention to "Using the Lesson." The first activity can be completed as a journal entry. An "editorial board" of students could then read the editorials and select ones that reflect a variety of opinions to be shared at the learning center.

The second activity asks students to research the *Exxon Valdez* tragedy, the actual oil spill upon which the story in this lesson was based. You may wish to share with students the verdict in the case against the captain of the *Exxon Valdez*, Joseph Hazelwood. On March 22, 1990, a year after the disastrous spill, the jury acquitted Hazelwood of all charges but a misdemeanor conviction of negligence. Hazelwood was originally charged with felony mischief, operating a vessel while under the influence of alcohol, and reckless endangerment. After the trial, a number of jurors commented that they thought the Coast Guard bore responsibility for failing to alert the ship that it was headed toward a reef. Environmental groups also held Exxon responsible for the oil spill and commented that Hazelwood had been used as a scapegoat.

You may wish to have students work in pairs to do an in-depth study of the *Exxon Valdez* oil spill and compile a "mini-book" on the subject. As an alternative, you may wish to have the entire class research different aspects of the actual spill and put together a special video news hour. Several members of the class could play the part of news reporters. Others may role-play environmentalists, oil company representatives, and local citizens.

D. Planning Ahead

In the next lesson, students will simulate a meeting of an organization similar to the group which awards the Nobel Peace Prize. You may wish to work with your librarian to collect photos and brief biographies of award recipients, such as Lech Walesa, Mother Theresa, Andrei Sakharov, Bishop Desmond Tutu, Elie Wiesel, and Martin Luther King, Jr., to be used to introduce Lesson 10.

At the conclusion of the lesson, you will also be presenting each student with a certificate of achievement to acknowledge his or her completion of

the program. The certificate, found at the end of this guide, should be duplicated and signed for each student. You may wish to invite your school principal, a local government official, or a local celebrity to attend the presentation of the awards. He or she may wish to sign the certificates. You also may wish to notify your local news media of the good citizenship of your class, explaining that the students would be good role models for other young people.

Lesson 10

Who Should Be Considered Responsible for Achieving the Peace Treaty?

Lesson Overview

The final lesson provides students additional experience in using the intellectual tools they have learned. Students will have the opportunity to decide who should be rewarded for achieving a peace treaty. They read and discuss the selection, "The Peace Treaty," and role-play a hearing of the International Peace Award Committee.

Lesson Objectives

At the conclusion of this lesson, students should be able to

1. identify the persons or groups who might be considered responsible for achieving the peace treaty
2. consider all the relevant factors in determining who should receive the peace award
3. make an effective presentation of the reasons why their nominee should receive the peace award

Materials Needed

Student text

Teaching Procedures

A. Introductory Activity: Thinking about the peace prize

Introduce this lesson by showing your class photos of various recipients of the Nobel Peace Prize. If photos are not available, write names such as the following on the chalkboard or on poster paper: Andrei Sakharov, Martin Luther King, Jr., UNICEF, Elie Wiesel, Bishop Desmond Tutu, Lech Walesa, Mother Theresa, Anwar Sadat, Menachem Begin, and Amnesty International. Ask your students what these individuals and groups have in common. Students should note that these people have been honored for their efforts in trying to achieve world peace.

Explain that in this lesson, your class will participate in deciding who is responsible for achieving peace in a particular situation. The person or persons responsible will be awarded a peace prize similar to that awarded by the Nobel Committee.

Then, before dividing into five groups, review the intellectual tools your students have learned by having them list these "tools of the mind" while you write them on the board or on chartpaper.

B. Reading and Discussion: Analyzing a case of responsibility

Have your students read the peace treaty story and then work in small groups to complete the study charts as directed in the student text. Travel between the groups to offer assistance. Then after each group has completed the charts, have them try to reach a consensus on their answers to the questions posed in the "What do you think?" section. Once again stress that it is permissible to disagree with others in the group as long as students can justify their point of view.

C. Problem Solving: Preparing for and conducting the hearing

At this point, assign each group a role for the hearing. One group will represent the awards committee. Each of the other groups will present nominees for this year's peace award. Each group should prepare a two-to-three-minute nominating speech for its candidate and be ready to justify why its candidate should be selected over the other nominees. To

help students, encourage them to make a list of the strengths and weaknesses of each candidate.

As the nominating groups prepare their speeches, the awards committee should also make a list of the strengths and weaknesses of each candidate and be prepared to ask each group three to four questions designed to highlight why the group believes its candidate should be selected. The questioning period for each group should last approximately three-to-five minutes.

If you wish to simplify the procedure for your students, allow questioning only after the nominating speech has been completed. Once again, in order to encourage the active participation and cooperation of all students, you may wish to make a rule that those selected to give the speech will not participate in answering the judges' questions.

After the presentations and questioning, the awards committee should deliberate. As they do so, members of the other four groups should review and analyze their performance and try to anticipate the judges' decision. Subsequently, the chairperson of the awards committee should announce this year's recipient. The announcement should include good things to say about all the nominees as well as the key reasons for the committee's final selection.

D. Concluding Activity

To debrief the activity, have students express their own personal opinions if they differ from the role they were assigned to play in the simulation. Which intellectual tools were most useful in making a decision in this case? Does the fact that the decision involved praising someone rather than blaming someone, as in the last lesson, make a difference?

You also may wish to refer back to the initial activity. Did their nominee have anything in common with the winners of recent Nobel Peace Prizes? If students were to list their criteria for selecting a recipient for the peace prize, what would they include? To explore this topic further, you may wish to assign small groups of students to research various Nobel Peace Prize winners. Each group could consider one of the winners and determine what criteria were used to select that person. Groups should report their findings to the class.

You then may wish to make one final assignment from "Using the Lesson." The first asks students to imagine they are news reporters

covering the peace award ceremony. Students should write an article describing the program and the considerations used in determining the recipient. Interviews with the recipient, other nominees, and judges should be included. (Students may wish to interview fellow students who played these roles during the simulation.) To display the articles, have students create a classroom kiosk.

Another alternative would be to videotape classmates playing the parts of the recipient, other nominees, and judges, or to stage a radio "call-in" show, in which other classmates play the part of the listening audience and call in questions to the radio talk show host and his or her guests.

As a further extension of this activity, you may wish to have students create a magazine devoted entirely to the peace treaty and those who participated. Students could begin with the award winner's photo on the cover. The magazine would include biographies of the nominees, interviews with the judges, an article on previous award winners, news stories about ordinary citizens involved with promoting world peace, an annotated map of places in the world in which recent strides towards peace have been made as well as places that are still trouble areas, etc.

The second activity asks students to write an entry in their journal opposing the choice made by the awards committee. The essay should also specify who should have received the award and the reasons why.

Finally, announce to your class that you have an award of your own to present. Explain that the award is to signify the hard work, creative energy, and cooperation your class exhibited during this course of study. Then present each student with the certificate of achievement.

Certificate of Achievement

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Curricular Materials

The Center publishes curricular materials for classroom use in grades K-12, and other materials related to civic education. The following are the principal titles available:

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Multi-media instructional units for grades K-12
Student texts, teacher's guides, filmstrips

- *Authority*
- *Responsibility*
- *Justice*
- *Privacy*

Multi-media instructional units in Spanish for grades K-3
Student texts, teacher's guides, filmstrips

- *Autoridad*
- *Responsibilidad*
- *Justicia*
- *Intimidad (Privacidad Personal)*

Instructional units for grades 7-12
Newly-revised student texts and teacher's guides

- *Authority*
- *Responsibility*
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Student texts and teacher's guides for middle school

- *Drugs in the Schools*
- *Diversity* - available soon

We the People...
Student texts and teacher's guides on the Constitution and Bill of Rights for upper elementary, middle, and high school

Forthcoming Titles

With Liberty and Justice for All
High school student text and teacher's guide on the Bill of Rights for the *We the People...* Programs

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Other Publications

The Morality of Democratic Citizenship: Goals for Civic Education in the Republic's Third Century by R. Freeman Butts, 1988

Center Programs

The Center offers a wide range of innovative programs in civic education. These programs include curricular materials, in-service training, recognition of student and teacher achievement, and professional development opportunities. The instructional programs are conceptually based and feature critical thinking, problem solving, and cooperative learning. The following are the principal programs offered:

We the People... Bicentennial Programs on the Constitution and Bill of Rights: designed to promote the study of the values and principles of our constitutional democracy by providing curricular materials, teacher training, and culminating activities at the upper elementary, middle, and high school levels

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National and international conferences on civic education: offering educators advanced training and a means of exchanging ideas and experiences in the field

CIVITAS: A Model Framework for Civic Education: designed to (1) develop an exemplary civic education curriculum framework that can be used as a resource by educators responsible for developing civic education curriculums and (2) promote its use in the nation's schools

The Disney Channel Salutes the American Teacher: a national program designed to honor the contributions of the teaching profession by recognizing thirty exemplary teachers each year

For further information, please contact

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